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Keynote Speaker



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Professor Ann MacPhail works in the Department of Physical Education and Sport Sciences at the University of Limerick in Ireland. Her research and teaching interests reside in the areas of (physical education) teacher education, instructional alignment, curriculum development and curriculum and instruction models. She has published near to 80 peer-reviewed scholarly research articles, 13 book chapters, and 3 books. She was awarded the Association of Physical Education in Higher Education (AIESEP) Lifetime Achievement Fellowship Award in 2015 in recognition of scholarly excellence in research and professional practice in physical education, physical activity and sport pedagogy across the lifespan. She presented the British Education Research Association (BERA) Physical Education Sport Pedagogy (PESP) Special Interest Group Scholar Lecture in 2016 in recognition of her distinguished contribution to the Physical Education and Sport Pedagogy research community. Ann is an Associate Editor of the Physical Education and Sport Pedagogy journal and Editorial Board Member of the Journal of Teaching in Physical Education.

Assessment in physical education: Considering 'instructional alignment' as an authentic way to embed assessment in physical education

Over the last decade increased research studies focusing on assessment in physical education, and how assessment practice may affect students and their learning in physical education, have been published. However, the area is still weakly

conceptualized with reference to 'instructional alignment' as a way in which to position assessment.

This presentation will provide an overview of international assessment interests and practices in school physical education, including traditional and alternative assessment approaches, assessment for learning and assessment literacy.

Instructional alignment will be discussed, acknowledging that a meaningful and coherent physical education programme reflects an alignment among learning goals, assessments that determine if learners reach those goals, and the instructional practices that provide learners the opportunity to achieve success. That is, demonstrate alignment between what learners are intended to know and be able to do, the opportunities they receive to learn and practice, and how we assess their learning.

The presentation will conclude with examples of effective instructional alignment in school physical education and physical education teacher education as a guiding principle for designing and planning meaningful, relevant and worthwhile physical education programmes.